

REVIEW TEAM REPORT

RENEWAL OF PROGRAM APPROVAL VISIT TO:

**Husson University
School of Education
Bangor, Maine**

March 30 – April 2, 2014

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I. Introduction:

This report is based upon evidence found through a review of the Husson University's self study, exhibits and student artifacts placed in the team's work room, a campus tour, and information gathered through multiple interviews, school visits, and classroom observations that took place during the on-site visit that occurred March 30th to April 2nd, 2014.

Husson University, located in Bangor, Maine, offers baccalaureate and graduate degree programs in a variety of fields. At the time of the team visit, Husson had approximately 2,377 undergraduate and 674 graduate enrolled students. Husson prepares students for professional careers within the context of an education informed by the sciences and humanities combined with a heavy emphasis on experiential learning. Since 2000, the university student body has grown substantially compared to the 1990s. Students receive instruction at the main campus in Bangor as well as the Southern Maine Campus, the Northern Maine Campus, and a site located in York. Since 2008, the Bangor campus has expanded with the addition of the Edward O. and Mary Ellen Darling Learning Center and a redesign of the Commons Dining Hall.

In the past five years, Husson University has experienced tremendous growth. The University's new mission statement and strategic plan support ongoing alignment of the outcomes and values of the University. The investment in personnel is evident in the new positions of Director of Institutional Research, Associate Provost of Enrollment Management, Admissions Transfer Coordinator, and Assessment Director. The New England Association of Schools and Colleges (NEASC) Report (2013) stated,

“Husson is a hands-on, career-ready university. The University prides itself that graduates leave Husson with practical and relevant experience and an appreciation for lifelong learning that makes them valuable employees, entrepreneurs, and members of their communities.”

The Husson University School of Education mirrors the University's belief that the greatest influence on students will be the personal relationships that are nurtured while at Husson. As stated in the self-study, central to its Teacher Education program mission is a commitment that graduates will:

- Establish a repertoire of strategies for meaningfully engaging students in the learning process
- Be respected role models in communicating a genuine love of learning and an interest in supporting the unique needs of each student
- Prepare to make significant contributions to the communities in which they choose to live as they share their talents and promote education

The state team reviewed baccalaureate degree programs in:

- Elementary Education (K-8)

- Physical Education (K-12)
- Secondary (7-12 in English Language Arts, Life Sciences, and Physical Sciences)
- Health Education (K-12)

Also, post-baccalaureate certification in:

- Elementary Education (K-8)
- Secondary Education (7-12 in English Language Arts, Life Sciences, and Physical Sciences)

And:

- School Counselor (K-12) graduate degree.

At the time of the on-site visit, there were 90 students enrolled in the Teacher Education program and 25 candidates were enrolled in the Master of Science in School Counseling program.

II. Summary of the Unit's Conceptual Framework

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework(s) provides the bases that describe the unit's intellectual philosophy, which distinguishes graduates of one unit from those of another.

The conceptual framework guides the Teacher Education and School Counseling programs, which are built on a strong theoretical framework that promotes effective instructional strategies, content knowledge, professional dispositions, current technologies, and research-based best practices. The vision of the framework is to provide exceptional guidance that develops a firm foundation of pedagogical, as well as content knowledge, while supporting graduates to assume leadership roles in the teaching and school counseling professions. The summarized theme of the conceptual framework would be “putting theory into practice through experiential learning.”

Maine's Common Core Teaching Standards serve as a foundation of the conceptual framework, which has the following three dimensions:

- **Educational pedagogy** (Best Practices, student-centered, multiple strategies, differentiation based on student needs, respect for diversity, current technologies, and classroom management)
- **Professional practices** (professional dispositions, communications skills, organizational skills, attitude, interpersonal skills, ethical practice, leadership, and collaboration)
- **Experiential learning** (clinical placements linked to coursework)

The theories and research that support the basis of the Conceptual Framework are identified and described thereby providing evidence of a solid knowledge base as is required by Chapter 114. The Conceptual Framework graphic is visible on Student Handbooks and in classrooms.

However, the Team did not find evidence that the Conceptual Framework was present in most syllabi. Additionally, some candidates and faculty interviewed had difficulty articulating the difference between the Conceptual Framework and *Maine's Common Core Teaching Standards*. The Conceptual Framework is more tailored to the Teacher Education program than to the School Counseling program. While there is definitely foundational overlap there should be continued development so as to represent both programs.

III. Summary of Findings for Each Standard

UNIT STANDARD ONE: Pre-Service Candidate, In-Service Teacher, School Building Administrator, and District Level Administrator – Performance, Knowledge, and Disposition Standards

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and abilities necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Findings:

Standard One seeks to insure that the candidates demonstrate the knowledge, skills, and dispositions necessary to be effective teachers. To this end, an examination was made of the alignment of the degrees and certification requirements with *Maine's Common Core Teaching Standards*.

Teacher Education

A. The Unit offers programs leading to a baccalaureate degree in Elementary Education (K-8), Physical Education (K-12), Secondary (7-12 in English Language Arts, Life Sciences, and Physical Sciences), and Health Education (K-12) as well as post-baccalaureate certification in Elementary Education (K-8), Secondary Education (7-12 in English Language Arts, Life Sciences, and Physical Sciences). These Bachelor of Science (BS) Programs range from 121 to 124-credit degree program and candidates must maintain an overall 2.5 cumulative grade point average in their education courses. Students have field placements throughout the program and log in over 120 hours of clinical time in classrooms prior to student teaching. In order to qualify as Highly Qualified Teachers, students must also obtain 24+ credit hours in a specific content area.

There are key benchmarks that are clearly established and communicated to students. They are incorporated into the Conceptual Framework and are an integral part of candidacy progression to student teaching and program completion. The team found that the candidate benchmarks are as follows:

- Required to have a minimum combined SAT of 1200 for reading, math and writing to be admitted
- Successfully pass Praxis I & II
- Successful acceptance for Teacher Candidacy
- Successful completion of Student Teaching and a summative assessment of a personalized professional web-based e-portfolio

The Review Team found evidence that the candidates were required to take an ample amount of liberal arts content and general education core curriculum in addition to their

education courses. In addition to the required curriculum, the faculty members provide tutoring sessions for candidates in math, writing, and reading to supplement their coursework and help in preparation for teacher certification exams. This has been recently formalized as components of the introductory foundations in education course. The Team found that candidates are able to create meaningful learning experiences through lesson planning, classroom demonstrations, and multiple experiences in the field.

Maine's Common Core Teaching Standards are embedded in the professional education courses. These standards are being aligned in the courses based on three different levels, introductory, reinforcement, and mastery of the standard. A comprehensive matrix has been developed to indicate which standard indicators are represented to what extent in each course. The Team found that all syllabi align the learning outcomes to *Maine's Common Core Teaching Standards*. It was also found that a variety of assignments and class activities are aligned to the Standards with more in progress.

There is a well-developed system for practicum experiences and student teaching. A comprehensive handbook was created for student teachers outlining requirements and guidelines. The final requirement of the Teacher Education program is an electronic professional portfolio that includes evidence of work that demonstrates understanding of *Maine's Common Core Teaching Standards*. The portfolios are established early in the program and those that were available for examination by the Team consistently demonstrated this evidence.

There has been a significant amount of program revision in recent years. One initiative, based on program assessment data, has been to assist candidates in their preparations to pass the standardized testing required for teacher certification. Additionally, revisions have been made to help ensure candidates will be knowledgeable in their certification content areas. An extensive effort was put into refining the curriculum templates so that General Education requirements, the Maine Department of Education Requirements, Highly Qualified Teacher status, and students' needs were most effectively met. Several changes were also made based on data received from the National Association of Schools and Colleges (NEASC) Program Review in 2013.

Master of Science in School Counseling

A. The Unit also offers a School Counselor (K-12) graduate degree that is currently a 49 credit degree program that prepares candidates for certification and is aligned with national accreditation curriculum standards and guidelines established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as well as the School Counselor competency guidelines provided by the American School Counselor Association (ASCA). The directional trend of the profession and for CACREP requirements in the future is 60 credits for school counseling programs. For this reason the Unit has plans in place to increase the number of required graduate credit hours to that level.

The review team found ample evidence of a variety of performance assessments that are

used to determine if the candidates are meeting both the program's academic learning outcomes as well as their practicum experiences. The assessments and feedback are designed to measure candidate mastery of the specialized knowledge and skills required for the work of school counselors. As with the teacher education program, graduate program candidates are required to create an electronic Professional School Counselor Portfolio, which is used for a variety of functions (reflection, evaluation, feedback, and development of professional identity).

School Counseling program candidates in all courses (whether taken on campus or at a distance) are apprised of course design, expectations, access to course materials, prerequisites, expectations, objectives and related assessments, and grading standards through course descriptions and course syllabi. Course materials are current and relevant. The team found that all the instructors in the program are highly qualified in the areas in which they teach.

In summary, the Team found ample evidence that the Unit ensures candidates' demonstration of the content, pedagogical, and professional knowledge, skills and abilities necessary to help all students learn as outlined in the corresponding standards (*Maine's Common Core Teaching Standards* and/or the CACREP standards).

Overall Assessment of Standard

B. Commendation:

The Unit faculty members are commended for the extent in which they have aligned course objectives to *Maine's Common Core Teaching Standards*, and for how they have included this alignment in each course syllabus.

C. Recommendations:

[None]

D. Review Team Decision:

This Standard is MET

UNIT STANDARD TWO: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on unit operations to evaluate and improve the unit and its programs.

Findings:

The self-study, supporting documents, and interviews with faculty and staff indicate that Husson University is committed to strengthening assessment practices and developing a culture of assessment on campus. Three and a half years ago, a director of Institutional Research (IR) was hired, and in the fall of 2013, an assessment director's position was added and filled by a faculty member previously working in the School of Education. Evidence collected through multiple interviews and a review of documents also indicates that the assessment director works with the Unit faculty and program directors on mapping curriculum and assessments to standards, and assessing the validity and reliability of assessments. Data requests can be made to both the IR director and the director of assessment.

Husson University uses a data management system called CAMS, which interfaces with CANVAS, its learning management system. CAMS provides information such as course grades, departmental and overall GPA, entering SAT scores, Praxis scores, and proof of required documentation. Over the next three years, it is planned that a new degree audit function will be implemented, which will allow faculty to monitor student registration, course withdrawal, and degree progression. The Unit does not have an electronic data system for managing its data, but is considering options that will best meet its needs.

Teacher Education

A. Evidence suggests that Teacher Education faculty collect a great deal of data. While they regularly review data and have begun using it to inform curricular change, the data is not yet reviewed comprehensively and systematically. One example of curricular change that has occurred following data review is the embedding of Praxis preparation skills in the Foundations course. After reviewing Praxis I scores, faculty determined that a significant number of students were not passing Praxis I on their first attempt. Initially, a series of Praxis tutorials was offered, but low attendance occurred. In order to support students, the faculty has now incorporated Praxis preparation into the Foundations course.

Faculty members implement a variety of formative and summative assessments. Supporting documents and interviews reveal that the faculty is committed to using data to aid and support student growth. One example of this is the disposition assessment completed prior to candidacy. Students complete the questionnaire, as do faculty members from two or three of the students' courses. Faculty members discuss the

disposition assessments and then advisors meet with advisees to discuss findings and ways that students can continue to grow personally and professionally.

Evidence collected from a review of meeting agendas and minutes, as well as conversations with faculty, indicate that the faculty meets weekly to discuss curricular change, standards, assessment tools and data, professional development, and program review. Sample outcomes from these discussions have been program revisions, the development of a common lesson plan template, the implementation of candidate disposition tools, and the embedding of Maine's Common Core Teaching Standards and related assessments in course syllabi.

The faculty seeks external feedback through a Teacher Advisory Council that meets once a year. They also seek information about their graduates from an employment survey sent out by IR one year after graduation, although there is a 10% return rate from teacher education graduates. While some graduates self-report their employment to faculty members, the faculty is exploring the use of social media to track graduates.

The Teacher Education program has clear admission policies and a series of benchmarks that candidates must meet in order to progress throughout their programs. Benchmarks include admission, candidacy, and successful completion of the student teaching/internship. Assessments are varied and continuous throughout the program.

Master of Science in School Counseling

A. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards represent the foundation for the School Counseling program and inform its assessments. In March, faculty completed a comprehensive assessment plan that includes a model showing the CACREP Standards at its center with connections to program mission, program objectives, current student assessment, site supervisor/liaison evaluations, faculty evaluations, and program evaluations. Some elements of the assessment plan include:

- The program evaluation process
- A program evaluation timeline that identifies the assessment, the person(s) involved, and the frequency of evaluation
- Program assessment instruments
- Current student formative and summative assessments and assessment instruments
- Timelines for current student assessment

In March, 2014, faculty also produced the first Executive Summary of Program Evaluation that provides a comprehensive review of data collected for the School Counseling program since its beginning in 2008. An executive summary will be produced annually from this point forward. Data is discussed by faculty in their weekly

and end-of-semester meetings, as well as during retreats. Data is also shared with the School Counseling Advisory Committee during its annual meeting.

Data has been consistently used to inform curricular change. For example, feedback from the Advisory Council and the field resulted in the addition of a one credit Orientation to the Professions in Counseling and Human Relations course to assist in the development of professional identity and skills in writing, communication, technology, and research needed for program success. A second example is the proposal to re-order the Research and Assessment courses. A review of student outcomes indicated that students did not have an adequate understanding of assessment to be successful in the Research course. Having students take the assessment course first should provide them with the foundation necessary for success.

Evidence indicates that the School Counseling Faculty systematically monitors candidate progress throughout the program. All full-time faculty members are involved in the review of applicants requesting admission to the program. The faculty also reviews each student's application for candidacy, which occurs after the student completes 12 credit hours including CO710 Counseling Techniques and meets the minimum GPA requirement of 3.0.

Applications must also include the advisor's recommendation and the results of the PPR, an assessment of dispositions completed by the student and faculty members. Students continue to be assessed through multiple formative and summative assessments throughout the program, culminating in evaluations of the internship and the electronic professional portfolio. The Praxis II School Guidance Counseling Exam and the CPCE are not required at this time, but are under consideration as possible program requirements.

Overall Assessment of Standard

B. Commendation:

The team commends the School Counseling faculty on the development of its comprehensive assessment plan, and suggests that components of it could serve as a template for Teacher Education.

C. Recommendation:

While the School Counseling faculty has developed its own data tracking system, the team recommends that the Unit continue to explore options for a robust data management system that will support the development and maintenance of a comprehensive assessment regimen.

D. Review Team Decision:

This Standard is MET

UNIT STANDARD THREE: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge and skills necessary to help all students learn.

Findings:

Teacher Education

A. In keeping with the Unit's conceptual framework, the Teacher Education Program includes multiple requirements in which students learn experientially and test their understanding of pedagogy and content as they develop their teaching skills. The clinical observation and practicum course extensions facilitate students' development as professional educators by requiring candidates to observe in schools, to work with students, and to become increasingly familiar with both teaching (Common Core Teaching Standards, the International Educational Technology Standards for Teachers (ISTE-T), and the Maine Learning Standards. Students are prepared for each of these field experiences through relevant coursework, group orientations, and completion of a clearance form verifying suitability for working in schools. During student teaching, in addition to the above, candidates have ample opportunity to participate in school-based professional learning communities and other teacher meetings, to attend education related community events, and to meet with parents. The initial clinical observation particularly serves to enable students to begin embracing a teacher perspective within the classroom environment. The three practicum experiences are enriched by reflecting progressively on one, two, or three instances of their own teaching, and in addition include observational feedback from a unit faculty member, thus ensuring connections with the applicable education standards. This melding of theory and practice is anchored in the Unit's conceptual framework.

The Teacher Education Program personnel and the cooperating school partners work together to help candidates develop their knowledge, skills, and professional dispositions for teaching. Evidence indicates that communication and collaboration with the school partners begins prior to student placements and helps to ensure an appropriate match between teaching candidates and cooperating classroom teachers. The field placement coordinator maintains close professional relationships with area building administrators as well as classroom teachers and relies on their combined expertise in selecting suitable mentors for the Unit's students. School visits, interviews, and collected evidence confirm that detailed information on techniques for observation and evaluation processes are provided to cooperating teachers prior to the start of any field experience or internship.

For student teaching placements this information includes a copy of the Common Core Teaching Standards and Learning Progressions, which is given to all cooperating teachers during the initial meeting with the clinical supervision director and candidate prior to the start of the placement. In addition, the site coordinator is readily available beyond

normal school hours and initiates communication during the field placement for a variety of purposes, including informal check-ins.

As the Professional Development School (PDS) model is implemented during the 2013-14 school year with a cohort of three student teachers, there are indications that the Unit and the PDS partner will share expertise and integrate resources to an even greater extent in support of candidate learning. This includes additional time shared between the cooperating teacher and the student teacher and Unit providing professional development opportunities for school district personnel, such as training in standards and evaluation rubrics.

The list of next steps provided in the self-study indicated continued attention toward improving this aspect of the teacher education program.

Master of Science in School Counseling

A. Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing. The School Counseling Program provides multiple opportunities for candidates to learn experientially and to test their understanding of counseling and the role of school counselors as they develop their professional skills. In addition to a 100 hour practicum, candidates must complete a 600 hour internship with an approved site supervisor. While occasionally candidates roll this internship into a paid position, in all cases the Program Director must approve the placement and site supervisor, who must be a certified school counselor and have a minimum of two years' experience as a school counselor.

Annual site supervisor training is offered by Husson faculty even as the pool of trained site supervisors increases. While new site supervisors are strongly encouraged, but not required, to participate in the training, interviews indicated that site supervisors who completed this training have valued it highly. Accomplishing this same level of training for all new practicum and intern site supervisors (through alternative means as necessary), might help clarify roles and responsibilities early in the placement.

Requirements for the field experience and internship help to ensure candidates' theoretical knowledge and beginning counseling skills continue developing into responsive and responsible practice. Candidates record and track their growth through a site visit (either live or virtual) at least twice during the internship. They reflect and critique with peers during class seminars, video-record individual counseling sessions during the practicum, regularly maintain a journal, and compile a professional portfolio by the end of the program.

Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Interviews and supporting materials indicated that during both the practicum and internship experiences the accompanying seminar provides candidates with opportunities for peer discussions, problem solving, and feedback. The required journaling facilitates reflection as do three five-minute verbatim

transcriptions and video of individual counseling, which are processed with the University Clinical Supervisor. In retrospect, alumni noted clinical faculty feedback was particularly helpful to their progress in the program. A concern was raised that school counseling site supervisors may not always have sufficient information regarding intern or field candidates' progress, particularly during individual counseling sessions. While the intent of the school counselor program is to provide both clinical and site supervision, interviews with cooperating school partners and students indicated program candidates could be better served if the communication between clinical supervisors and site supervisors was increased.

Overall Assessment of Standard

B. Commendation:

The Teacher Education Program is commended for its close and deliberate focus during the three teacher preparation practicum experiences on Maine's Common Core Teaching Standards. Alignment with the standards was observed in candidate lesson design, faculty observations of candidate's teaching during practicum, and in the resulting feedback. Interview comments with school partners indicated significant student teacher familiarity with these standards as well as with the Maine Learning Standards.

C. Recommendations:

[None.]

D. Review Team Decision:

This Standard is MET

UNIT STANDARD FOUR: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in PK-12 schools.

Findings:

Administrators, faculty, and students in the Unit understand the importance of diversity and work toward having candidates for teacher certification or school counselor certification experience diverse perspectives and to be prepared for working with diverse students in PK-12 settings.

University Initiatives

Husson University's Office of Academic Success and Intercultural Affairs provides academic support for its students who are non-native speakers of English, for first generation college students, and indeed for any student who wants to succeed at Husson. Both a Writing Center and Learning Center are active on campus and faculty draw students' attention to these centers in course syllabi.

Outside of the classroom, student organizations provide a place for students who identify as members of - or friends of - non-dominant groups to meet and organize. For example, bulletin boards displaying information about the Queer & Allies organization and the Student Union for People of Color were prominent on campus. Programs at the university chapel offer regular services and programs for students who are Christian or who want to talk about faith. The chapel provides space for Quaker meeting on Mondays and Muslim Jumu'ha Prayers on Fridays. All are welcome to the services, programs, meetings, and prayers.

Teacher Education Program

A. Courses in the Teacher Education Program address the knowledge and skills necessary to teach all students, and themes, or topics, that relate to diversity can be found in several of the program courses

In regards to clinical experiences, goals for assignments in the field include having candidates understand student rights and teacher responsibility for equity. Additionally, an indicator states that candidates, "understand[s] how personal identity, worldview, and prior experiences affect perceptions and expectations, and recognize[s] how they may bias behaviors and interactions with others."

When interviewing the Teacher Education faculty, they spoke about challenging candidates to value linguistic differences among school children. In the view of faculty,

while some candidates appeared to hold to the belief that certain languages or linguistic structures are more valuable than others, faculty members raised questions about the candidates' assumptions during classroom exchanges.

Candidates in the field and in interview sessions on campus uniformly expressed that they were aware of responsibilities and strategies for working with students who have disabilities and with students who need differentiated programs. Furthermore, candidates and alums readily identified economic disadvantage as a category of difference that relates to student achievement outcomes.

In a report on a Diversity Series presentation, one candidate wrote in a response that she or he would treat students equally as a result of attending one of the presentations in the series. Candidates did not mention racial, ethnic, or religious diversity during interviews or meetings.

Master of Science in School Counseling

A. Candidates for school counseling explore areas of difference that might not be apparent, at first, in local communities, and course readings highlight the ways that counselors must be active to work for a just society. Goals and objectives for courses in the School Counseling program are aligned with CACREP goals - many of which highlight the active role that counselors have in understanding both personal and structural biases and barriers common in contemporary US society.

During the Review Team visit, members of the team attended about 20 minutes of the class, "Social & Cultural Diversity." The professor had invited a guest speaker from the community to address the class about her own observations of cultural differences between her home country and the United States. The guest speaker engaged students in the classroom as well as in remote classrooms with a discussion of stereotypes associated with her heritage culture. She also revealed her observation of North American culture and behaviors that most students in the class take for granted but that people from the guest speaker's country would find odd or rude.

Summary

Artifacts in the Teacher Education Program offered documentation of efforts to address diversity through a Diversity Series that is not optional; rather, it is required for all candidates. It was noted that by highlighting, or mapping, instances where course syllabi and practical experiences focus on diversity topics, candidates tended not to mention all areas of diversity as highlighted in the Unit's working categories of diversity, or difference. The team is not recommending staging non-naturally occurring opportunities for candidates to interact with PK-12 students who represent races, ethnicities, gender identities, or religions that are different from their own. However, readings, films, and/or speakers on historical and contemporary issues related to inequality in the US and how inequality intersects with racial, ethnic, and/or gender identity and public school experience ought to be considered.

Faculty and candidates might explore forming partnerships with schools that educate students in more diverse settings in the US and/or in international settings. Practical experiences in schools outside of the immediate geographic area could be explored and indeed, one or two university administrators mentioned the possibility of arranging for optional student teaching experiences abroad in the future.

Overall Assessment of Standard

B. Commendation:

Courses in the School Counseling Program thoroughly address diversity. Themes related to cultural diversity and multiculturalism are fundamentally embedded in courses materials and expressed goals.

C. Recommendation:

The team recommends that the Teacher Education Program develop a progression of meaningful experiences for candidates to understand and to apply critical aspects of teaching in a multicultural society. Because these experiences would be designed to be meaningful for teaching and counseling in a multicultural society all candidates should be required to participate and to develop reflective pieces concerning these experiences.

D. Review Team Decision:

This Standard is MET

UNIT STANDARD FIVE: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Findings:

Teacher Education

A. Of the full-time faculty, two faculty members have earned doctorates, two are involved in doctoral degree programs and one individual has a Certificate of Advanced Studies. Adjunct faculty members have Masters Degrees or Certificates of Advanced Studies with significant experience in providing programming to PK-12 students. All adjuncts are highly qualified and certified in their content areas.

Faculty members supervise extensive candidate fieldwork and learner experiences, which include a total of six placements over four years. Students related their awareness and appreciation of the cumulative strength of multiple placements throughout their program. Early and ongoing involvement in classrooms allows students authentic experiences connected with their college-based classroom instruction. This format reinforces the focus of the Conceptual Framework on connecting theoretical knowledge to best classroom practice.

The Teacher Education program has initiated a pilot Teacher Education Peer Review Process. The focus is on examining instructional practice with the intent of making improvements of teaching in individual courses. Department members are discussing replicating the pilot process for peer review assessment to support teaching and learning.

Faculty members meet weekly for ninety to one hundred twenty minutes to enhance collaboration and focus program development and improvement. Faculty members and adjuncts understand and utilize current educational research and best practice. Faculty has identified refining skills in assessment and the interpretation and use of data through professional development and sharing of practices as future areas of focus.

The establishment of a pilot Professional Development School (PDS) partnership and the provision of courses in authentic settings via collaboration with community resources provides for connections within public school classroom settings.

Members of the teacher education faculty are represented on standing committee's of the university. Faculty regularly present and help lead University-level workshops including Inter-professional Evenings of Conversation as well as the Scholarship of Teaching Community of Practice. The goal of the Community of Practice is to improve instructional skills and encourage action research.

Faculty support efforts in the broader educational community, including: sponsoring the local Scripps National Spelling Bee and a visit from Astronaut Chris Cassidy for middle school students.

Master of Science in School Counseling

A. Three full-time faculty members have earned doctorates and four adjunct faculty have earned doctorates as well. Adjunct faculty members have served the program for a number of years and provide continuity in instruction with ongoing collaboration with full-time faculty. All full-time faculty and adjunct faculty possess extensive training and clinical experience in relation to school counseling.

The school-counseling curriculum is modeled from the CACREP Standards. Common Core Teaching Standards and Maine's Learning Standards are connected to the work and programs. Faculty employ a variety of instructional approaches, individual and group work, written assignments, simulation and clinical experiences. There is consistent collaboration and coordination among faculty and adjuncts. Students receive ongoing formative and summative feedback regarding their professional development.

Members of the counselor education faculty are represented on standing committees of the university. Counselor education faculty members are involved with university, regional and national associations. Faculty are involved with organizations such as the Maine Counseling Association, Association of Counselor Education and Supervision, and the American Counseling Association.

Overall Assessment of Standard

B. Commendation:

Unit faculty members are commended for their ongoing collaboration with other units within the university, specifically in university-wide professional development initiatives involving students and faculty.

C. Recommendations:

[None]

D. Review Team Decision:

This Standard is MET

UNIT STANDARD SIX: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Findings:

A. The Unit has the leadership, authority, budget, personnel, facilities, and resources, including information and instructional technology resources, for the preparation of candidates to meet professional, state and unit standards. The undergraduate program in teacher preparation is part of the School of Education, which is part of the College of Health & Education. The following programs are offered in the College of Health & Education:

- School of Nursing
 - Undergraduate Nursing
 - Graduate Nursing
- School of Physical Therapy
- School of Occupational Therapy
- School of Education
 - Teacher Education
 - Counseling & Human Relations

The Unit is comprised of two programs: Teacher Education and Counseling & Human Relations. Each program has a Director who oversees the coordination and leadership of their respective programs. There is a close coordination and consistent collaboration between the Teacher Education Program and the School Counseling Program.

Teacher Education Program

Leadership

A. The Unit provides the leadership for effectively coordinating all program activities designed to prepare education professionals to work in PK-12 schools. The Unit has the leadership and authority to plan, deliver, and operate coherent programs of study. Faculty members are extensively involved in the preparation of educators, PK-12 practitioners, and other members of the professional community in program design, implementation, and evaluation of the Unit and its program. The Teacher Education Program full-time faculty meets on a regular basis to monitor and review the program, and to make recommendations for changes and improvements.

The Unit provides numerous opportunities and facilitates collaboration between unit faculty and faculty in other units of the university involved in the preparation of professional educators. The Unit leadership and faculty participate in a wide variety of

on-going university workshops, monthly meetings, faculty retreats and forums, and conversations in regards to building a culture of collaboration that is intellectually engaging as well as providing a platform for inter-professional conversations and initiatives. This has been characterized as a form of “prioritized synergy” that supports the development of broad-based professional learning communities.

Authority

The organization and documentation of institutional and unit policies and procedures is well documented and designed. Documentation of such policies and procedures reinforces and supports the basis for program decisions and improves the ability to replicate and sustain the program. The articulation of these procedures also ensures the quality and equity of student experiences.

The Unit ensures that candidates have access to student services in the areas of advising and counseling. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. Overall, the organization and design of a wide variety of data and assessment information, with a wide variety of university support procedures and structures, provides for continued program review and evaluation that improves the overall quality of the program design.

The Unit and other faculty collaborate with PK-12 practitioners, students, and university personnel in program design, delivery, and evaluation of the Unit and its programs. The Teacher Education Advisory Council, comprised of 15 people from all of the aforementioned groups, is an important advocacy group that discusses and makes recommendations directly related to the coordination and management of the program for the initial and continuing preparations of teachers.

Budget

The Unit receives sufficient budgetary allocations that are proportional to other units on campus with clinical components that provide effective programs and instructional support in preparing candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators. The development and implementation of the Unit’s assessment system is also well supported and funded.

The program budget for the Teacher Education Program is the result of on-going program monitoring and review, discussions, requirements, and needs. The analysis of budget expenditures and discussions with the faculty suggest the level of funding is adequate and that requests for resources and professional development are regularly supported. Two forms of evidence support specific budget information:

1. the Teacher Education Program Budget spreadsheet (2013-14), and
2. a chart that illustrates the budget comparison by units within the university and the Teacher Education Program.

Personnel

The Unit maintains an adequate number of personnel and sufficient resources to ensure that candidates meet professional, state, and institutional standards. Workload policies, including class-size and instructional support, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work and partnerships in PK-12 schools, as well as service.

The Unit members are involved in professional associations and participate in related activities. It should be noted that the Teacher Education Program allocates financial support for professional development and these funds are readily available for the Unit. Faculty members are encouraged to actively identify and seek professional growth opportunities directly related to their teaching, to ensure that they remain current and knowledgeable about best practices in the field of education.

Ongoing professional development was evidenced in several areas. Teacher Education Program Faculty have identified participation, attendance, and professional presentations at several national education conferences, significant leadership at both national and state organizations levels, Maine Department of Education sponsored trainings, and publications in selected education journals.

The faculty evaluation procedure is outlined in the Faculty Handbook. This also includes the evaluation of the Unit's part-time faculty whose efforts are purposeful and critically important in strengthening the program. As a result, the Unit makes appropriate use of full-time, part-time, and clinical faculty so that program coherence and integrity are assured.

Facilities

The Unit has new and well-designed campus facilities to support candidates in meeting standards. In addition, the Unit has adequate school facilities where candidates are placed for their field experiences. The campus facilities support faculty members' and candidates' use of information and technology. Facilities support the most recent developments in technology and are supported by the instructional technology staff. This provides faculty with an opportunity to model the use of technology and candidates to practice its use for instructional purposes.

Resources

The Unit allocates resources across the program to prepare candidates to meet standards in their fields. The Unit provides adequate resources and opportunities for the professional development of faculty, including trainings in the uses of technology. The Unit ensures that candidates have access to student services in the areas of advising and counseling. The university has adopted CANVAS, a newly instituted learning management system that replaced Blackboard. The Teacher Education Program faculty

and students report that using CANVAS to post instructional materials, blogs, assignments, and share resources has been a tremendous success.

Faculty and candidates have access to an exemplary library, curricular and electronic information resources that serve the Unit well in ensuring that candidates meet standards. University Academic Services provide significant support and assistance to Teacher Education Program candidates in three specific support in the following service areas:

1.) The Writing Center; 2.) The Learning Center; and 3.) Career Services.

Information and instructional technology resources are available within classrooms for students and faculty. The instructional technology staff devotes considerable individual attention to students, with a significant amount of direct one-to-one service and specific course instruction related to e-portfolio design and development, and general technology use in the classroom.

Master of Science in School Counseling

Leadership

A. The Unit provides the leadership for effectively coordinating all program activities designed to prepare school counselors to work in PK-12 schools. The Unit has the leadership and authority to plan, deliver, and operate coherent programs of study. Faculty members are extensively involved in the preparation of educators, PK-12 practitioners, and other members of the professional community in program design, implementation, and evaluation of the Unit and its program. The Unit and its faculty have created a work climate that promotes professionalism, best counseling practices, and scholarship.

The Unit provides numerous opportunities and facilitates collaboration between unit faculty and faculty in other units of the university involved in the preparation of professional educators. The Unit leadership actively participates in a wide variety of on-going university workshops, monthly meetings, faculty retreats and forums, and conversations in regards to building a culture of collaboration that is intellectually engaging as well as providing a platform for inter-professional conversations, dialogues, and initiatives.

Authority

The Unit and other faculty collaborate with PK-12 practitioners, students, and university personnel in program design, delivery, and evaluation of the Unit and its programs. The organization and documentation of institutional and unit policies and procedures is well documented and designed. Documentation of such policies and procedures reinforces and supports the basis for program decisions and improves the ability to replicate and sustain the program. The articulation of these procedures also ensures the quality and equity of candidate experiences.

The Unit ensures that students have access to student services in the areas of advising and counseling. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. Overall, the organization and design of important data and assessment information, supported by a number of specific university services, provides for continued program review and evaluation that improves the overall quality of the program design.

Budget

As with the Teacher Education Program the School Counseling Program receives sufficient budgetary allocations that are proportional to other units on campus with clinical components that provide effective programs and instructional support in preparing candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators. The development and implementation of the Unit's assessment system is also well supported and funded.

The budget for the school Counseling Program is the result of program monitoring and review, discussions, requirements and needs. The analysis of budget expenditures and discussions with the faculty suggest funding is adequate, and that requests for resources and professional development are regularly supported. The School Counseling Program budget information is evidenced by two forms of evidence:

- 1.) the School Counseling Program budget spreadsheet, and
- 2.) a chart that illustrates the budget comparison by units within the university and the School Counseling Program.

Personnel

School Counseling Program faculty members are involved in professional associations and participate in related activities. It should be noted that the School Counseling Program allocates financial support for professional development and these funds are readily available through the Unit. Faculty members are encouraged to actively identify and seek professional growth opportunities directly related to their teaching, to ensure that they remain current and knowledgeable about best practices in the field of education. Ongoing professional development was shown in several areas. Faculty have demonstrated participation and attendance as well as professional presentations at several national education conferences, significant leadership at both national and state organizations levels, and publications in selected education and research journals.

Facilities

The Unit has new and well-designed campus facilities to support candidates in meeting standards. In addition, the Unit has adequate school district facilities in which candidates are placed for their varied field experiences. The on-campus facilities support faculty members and candidates use of information and technology. Facilities are equipped with the most recent developments in technology and are supported by the instructional

technology staff. This allows faculty to model the use of technology and for candidates to practice its use for instructional purposes.

Resources

As with the Teacher Education Program the School Counseling Program maintains an adequate number of personnel and sufficient resources to ensure that its candidates meet professional, state, and institutional standards. The School Counseling Program requires work on campus, in school settings, and sometimes in community agencies, ending with a culminating experience of an internship. Clinical work in counseling requires resources. Sufficient resources, including information technology, are necessary to offer a program that prepares candidates to work in schools, including the delivery of high-quality field experiences and clinical practice. Counseling faculty and candidates have access both to sufficient and current library and curricular resources as well as electronic information.

Overall Assessment of Standard

B. Commendations:

1. The faculty members in the Unit are viewed as a cohesive and collaborative unit. The Unit communicates regularly with all candidates and PK-12 schools, administrators, cooperating teachers, and other educational partners.
2. Current and former students report a high level of support and guidance from all Unit faculty, staff, and administrators.
3. The Unit is commended for identifying their next step goals for each standard as well as the work they have done on enhancing and improving their programs in regards to these goals.

C. Recommendations:

1. While the Unit's current organizational design works, the program may need to look at re-evaluating or re-designing the existing operational structure as the enrollment and needs of the Unit change.
2. Expressions of support for a Center for Teaching and Learning Excellence was shared by several individuals on campus and is an area that Husson University and the School of Education may want to explore more fully.

D. Review Team Decision:

This Standard is MET

IV. RECOMMENDATION TO STATE BOARD OF EDUCATION

The Husson University Review Team recommends:

That the State Board of Education grant renewal of state program approval to the following Husson University educator preparation programs: Elementary Education (K-8); Physical Education (K-12); Secondary Education (7-12 in English Language Arts, Life Sciences, and Physical Sciences); Health Education (K-12); the post-baccalaureate certification programs in Elementary Education (K-8) and Secondary Education (7-12 in English Language Arts, Life Sciences, and Physical Sciences); and the Master of School Counseling Program. Because the Board granted these programs a six-month extension of state program approval in 2013 the state program approval cycle for all of these programs would be for a four-and-a-half-year period from the spring 2014 to the of fall 2018.

V. Listing of individuals Interviewed and Sources of Evidence

A. INDIVIDUALS INTERVIEWED:

Husson University School of Education Candidates	
Name:	Program:
Brooke Bernier	School Counseling - Tour Guide
Hannah Cameron	Elementary Education - Tour Guide
Emily Cox	Elementary Education
Kassie Theriault	Elementary Education
Deb Colpitts	Elementary Education / Secondary Life Science
Cameron Archer	Physical Education
Laura Priestly	Physical Education
Andrew Logan	Secondary English
Gab Duke	Physical Education
(Additional students on advisory committees are listed below)	
Administration and Support	
Robert Clark	President and CEO
David Casavant	Associate Provost of Academic Affairs
Lynne Coy-Ogan	Senior Vice President for Academic Affairs and Provost
Paula Tingley	Interim Dean, College of Health & Education
Kelly Mead	Clinical Supervision Director, School of Education
Deborah Drew	Clinical Supervision Director, School of Education
John Henry	Vice President for Enrollment Services
Kristen Card	Director of Graduate Admissions
Carlena Bean	Director of Admissions
Barbara Moody	Director of Teacher Education (Unit Head), School of Education
Travis Allen	Director of Assessment and Adjunct Faculty
John Lowe	Executive Director of Academic Services
Sharon Wilson-Barker	Dean of Students
Kevin Casey	Executive Director, Information Resources
Amy Averde	Librarian
School Counseling Program Alumni	
Mary Warren	School Counselor, Presque Isle HS
Nicole Drew	School Counselor, Leavitt Area HS
Stephen Ginn	School Counselor, Leavitt Area HS
Andrea Hallett	School Counselor, Van Buren District Secondary School
Keith Derosby	School Counselor, Messalonskee HS
Erin Brosseau	School Counselor, Vassalboro Consolidated School
Janice Rice	School Counselor, Piscataquis Area Secondary School
Kristen Tlili	School Counselor, Fairmount School
Tracy Corbin	School Counselor, Caribou CTE
Jaide Berry	School Counselor, Katahdin Elementary School
Wes Lavigne	Family – School Coordinator, MSAD #1
Jessica Walker	School Counselor, Southern Aroostook

Undergraduate Teacher Education Alumni	
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Britney Taggett	Fifth grade teacher – Caravel Middle School
Tracy Haskell	December 2013 Graduate

Undergraduate Faculty and Adjuncts	
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Sandip Wilson	Associate Professor
Cindy Connelley	Assistant Professor
Kelly Mead	Clinical Supervision Director
Shelly Tennett	Full-time Instructor
Lauree Gott	Science Instructor
Roberta Trefts	Science and Math Instructor
Jeff Wren	Physical Education Instructor
Frank Dade	Adjunct Faculty Member

School Counseling Program Faculty and Adjuncts	
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Mikal Crawford	Assistant Professor of Education
John Yasenchak	Assistant Professor of Counseling Education
Joshua Lawrence	Director, Counseling Service Center at Husson University
Jeri Stevens	Placement Coordinator for School Counseling
Elena Perrello	Adjunct Professor & Advisory Committee member
Maureen Anderson	Adjunct, School Counseling

Undergraduate Cooperating Teachers	
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Tom Coleman	Holden School
Rachael Somes	Suzanne Smith Elementary School, Levant
Susan Wintle	Carmel Elementary School
Megan Ryder	Suzanne Smith Elementary School, Levant
Jen Therrien	Challenger Learning Center of Maine

School Counseling Practicum and Internship Supervisors	
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Jacquie Martin	Director of Guidance, Limestone High School
Hollie McPartland	Director of Guidance, Houlton High School
Dawn Weber	School Counselor, Gorham Middle School
Jessica Walker	Director of Guidance, Southern Aroostook Community School

Members of Various Advisory Committees	
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Dean Collins	Director of Guidance, Madison High School
Tracey O'Connell	School Counselor, Old Town Middle School
Cecile Achey	School Counselor, Bangor High School
Lisa Erhardt	School Counselor, Asa Adams Elementary School, Orono
Racheal McGraw	School Counseling candidate
Brooke Bernier	School Counseling candidate
Mary Nadeau	Principal, Nokomis Regional High School
Murray Shulman	Executive Director, Southern Penobscot Regional Program for Children with Exceptionalities
Anna Sanborn	Elementary Education Candidate
Haleigh Hudson	Elementary Education Candidate
Whitney Susee	Elementary Education Candidate

School Visit Interviewees	
Caravel Elementary School	
Rhonda Sperrey	Principal
Brittany Taggett	Cooperating Teacher
Whitney Susce	Student Teacher (and advisory council member above)
Weatherbee School	
Shannon Peterson	Cooperating Teacher
Megan O'Neil	Practicum III Teacher
Hampden Academy	
Troy Wagstaff	Director of Guidance
Jill Keney	Site Supervisor
Brooke Bernier	Student Intern
Fairmount School	
Betsy Webb	Superintendent, Bangor School Department
Ryan Enman	Principal
Bambi Heath	Cooperating Teacher
Scott Wood	Teacher
Haliegh Hudson	Student Teacher (and advisory council member above)

B. SOURCES OF EVIDENCE EXAMINED BY THE REVIEW TEAM:

The Evidence List provided by the Unit is presented in the following pages. The number following each entry indicates the number of program review team members who examined each exhibit.

CONCEPTUAL FRAMEWORK and Self Study		6
UNIT STANDARD ONE: CANDIDATE PROFICIENCIES		
1.1	Student Handbook	3
1.2	Curriculum Templates	2
1.3	Curriculum mapping	2
1.4	Course Syllabi	2
1.5	Curriculum Template Changes	2
1.6	NEASC Report 2013	2
1.7	General Education Requirements	2
1.8	Curriculum Templates	2
1.9	Portfolios	2
1.10	Lesson Plans	2
1.11	Disposition Assessment	2
1.12	Teacher Candidacy Form	2
	Standard One: Additional Artifacts	2
SC1.1	Curriculum	2
SC1.2	CACREP Standards	2
SC1.3	ASCA Competencies	2
SC1.4	Course Syllabi 2013-2014	2

SC1.5	Course Assessment Grid	2
SC1.6	Assessment Tools	2
SC1.7	Practicum, Internship, SC Handbooks	3
SC1.8	Portfolios Guidelines	2
SC1.9	Sample Portfolios	3
1SC.10	Course Descriptions	2
SC1.11	Disposition Assessment	2
SC1.12	Guidelines for Technology	2
SC1.	PPR Rubric	3

UNIT STANDARD TWO: ASSESSMENT AND EVALUATION

2.1	University Workshop Agendas	2
2.2	Performance Assessment Chart	1
2.3	Lesson Plan Templates	3
2.4	Writing Rubric	2
2.5	Admissions Requirements	2
2.6	Dispositions Statistical Report	3
2.7	Recruitment Action Plan	1
2.8	Praxis I Tutoring Sessions Posters	2
2.9	Faculty Meeting Minutes	3
2.10	Faculty Meeting Agendas	3
2.11	Faculty Classroom Observations	2
2.12	Teacher Advisory Board Minutes	2
2.13	Inventory of Education Effectiveness	2

UNIT STANDARD TYHREE: FIELD EXPERIENCE AND CLINICAL PRACTICE

3.1	Husson School of Education Insignia	4
3.2	Artifacts of Experiential Placements	2
3.3	School Placement form	1
3.4	Field Experiences Orientation Powerpoints	2
3.5	Placements Forms for Clinical/Practicum Experiences	2
3.6	Sample Placement Correspondence	2
3.7	Sample Emails between Candidates and Cooperating Teachers	2
3.8	Clinical Observation Report Guidelines	2
3.9	Clinical Observation Evaluation Forms	2
3.10	Clinical and Practicum Log Sheets	2
3.11	Sample of Guidelines for Practicum Reflections	2
3.12	Guidelines for Written Practicum Reports	2
3.13	Sample Lesson Plan Template	2
3.14	Field Supervisor Observation Reports	2
3.15	Cooperating Teacher Practicum Evaluation Form	2
3.16	Samples of Student Teaching Placements Spreadsheets	2
3.17	Notice to Candidates for Intent to Student Teach	2
3.18	Student Teaching Placement Forms/sample emails	2
3.19	Sample Emails between Clinical Director and Candidates	2
3.20	Sample emails between Candidates and Cooperating Teachers	2
3.21	Cooperating Teacher information packet	2
3.22	Student Teaching Orientation Agenda and PowerPoint	2
3.23	Topics for Discussion – InTASC / NETS-T	2
3.24	Student Teaching Lesson Plan Templates	2
3.25	Designated Danielson Rubrics used during Student Teaching Observations 1-4	2
3.26	Field Supervisor Student Teaching Observation Report Form	2

3.27	Cooperating Teacher Evaluation Form for Student Teaching-Samples	2
3.28	Samples of Student Teaching e-Portfolios	3
3.29	Professional Development School Information	2
3.30	Additional Artifacts	2
SC 3.1	Handbook for SC Program	2
SC 3.2	Faculty Vita	2
SC 3.3	Syllabus ED 705	2
SC 3.7	Syllabus CO 704	2
SC 32.9	Supervisor Training Agenda	2

UNIT STANDARD FOUR: DIVERSITY

4.1	Husson University Strategic Plan	3
4.2	Dean's Lecture Series: Margy Burns Knight	3
4.3	Curriculum Diversity Map	2
4.4	Diversity Series	2
4.5	Faculty Diversity	2
SC 4.1	Diversity Data	3

UNIT STANDARD FIVE: FACULTY QUALIFICATIONS, PERFORMANCE AND DEVELOPMENT

5.1	Faculty Vitae	2
5.2	Adjunct Faculty Vitae	2
5.3	Teacher Education Peer Review Process	2
5.4	Faculty Standing Committees	2
5.5	Workshop Agendas	2
5.6	School of Education Events	2
5.7	Inter-professional Events	2
5.8	Student Course Evaluations	2
5.9	Faculty Professional Development Plan	3
5.10	Husson University Faculty Handbook	2
	Standard 5: Additional Documents	2
SC 5.1	School Counseling Adjunct Faculty Vita	3

UNIT STANDARD SIX: UNIT GOVERNANCE AND RESOURCES

6.1	Program Review and Course Revisions	2
6.2	Student Support	2
6.3	Community Colleges Articulation Agreements	2
6.4	Strategic Plan- Annual Vision Report	2
6.5	Program Review Faculty Standard Preparation	1
6.6	Budget	2
6.7	Master of Science in Teaching and Learning	1
6.8	Course Load	2
6.9	Standard 6: Additional Artifacts	2
SC 6.1	Employment Data	2
SC 6.2	Program Budget	2
SC 6.3	Lab Space	2
SC 6.4	Faculty to Student Ratio	2
SC 6.5	Sawyer Library	2